

Essential Questions – Mei Mei and the Three Pandas

Inquiring into Essential Questions gives teaching and learning purposeful, meaningful and "big picture" focus for learning details and ideas. It engages higher mental and emotional capacities at a time when "high stakes" testing trivializes students' thinking and learning.

1. Essential questions are “important questions that recur throughout all our lives.” They are “broad in scope and timeless by nature.”
2. Essential questions point to core, big ideas.
3. They hook and hold the attention of your students.

In posing essential questions of this type, we teach our student that “education is not just about learning ‘the answer’ but about learning how to learn”

Help students to personalize the questions. Have them share examples, personal stories, and articles.

The Three Pandas

Why is it important to save endangered species such as the Giant Panda?

In groups of three, discuss this question.

Share with the entire group your reasons



Introductory Activity

Create a panda bear using a paper plate or do an origami panda. Directions are at the link below.

<http://www.activityvillage.co.uk/pandas.htm> - plus lots of fun activities

KWL Chart

Students will create a KWL Chart about pandas. First they will brainstorm all of the facts they know about pandas. Then they will brainstorm all of the things they would like to find out about pandas.

<http://crazycreatures.org/2009/12/02/10-facts-about-panda-bears/> 10 wild facts about pandas

<http://www.enchantedlearning.com/subjects/mammals/panda/> - all kinds of facts about pandas

http://www.pandaexpress.com/pandakids/html/fun_facts/index.html more fun facts

Backward Design – Mei Mei and the Three Pandas



Begin with the end in mind.

What do you want students to know and do?

Step 1 Identify Desired Results – What do you want your students to know and be able to do? These are your lesson objectives.

Step 2 Determine Acceptable Evidence – Assess for students' performance of the objective with oral questions, observations, dialogues, or traditional quizzes and tests.

Step 3 Plan Learning Experiences and Instruction. What activities, materials, and resources will be used to help the student learn and reach the desired results?

Objectives – Desired Results

Assessments – Acceptable Evidence

1. I can act out the action words in the story.	1. As the teacher says an action, the students will act it out.
2. I can identify basic body parts.	2. The student will match a picture of the body with its correct word.
3. I can identify and say basic emotions.	3. The student will say an emotion as the teacher holds up a picture.
4. I can retell the story.	4. The student will retell the story to a partner.
5. I can list facts about panda bears.	5. Complete the KWL chart.

Body Parts

Objective

Learning Experiences

2. I can identify basic body parts.	1. Songs in Chinese
	2. Simon Says
	3. Memory Chants
	4. Head to Head
	5. Post It
	6. Create Panda using body parts

Head, Shoulders, Knees and Toes

Sing this song in Chinese or any other song that states the body parts in Chinese.

Simon Says

Tell students to touch, wiggle, raise, or tap various body parts . . . but only if Simon says. After sufficient teacher modeling, kids can be Simon, too.

Memory Chants

Clap your hands and create a rhythm for this memory add-on game. Begin by pointing to three body parts and identifying them in Chinese. The class repeats the vocabulary and a volunteer adds on another body part. Start again from the beginning, identifying the four body parts in the same order; then choose a child to suggest a fifth body part. Continue adding on one body part at a time until the kids can name ten without missing a beat.

Head to Head

Kids stand in pairs, facing each other. Clap or snap your fingers to create a rhythm. Name a set of body parts and the students will repeat them three times in rhythm while touching those body parts together. For example, while repeating "Head to Head", kids will put their heads together, while repeating "Foot to Foot", they will put their feet together, etc. You can mix up the body parts, too: head to shoulder, finger to back, foot to knee. This game is sure to generate some giggles.

Post It

Divide the students into groups of 3 or 4. Each group is given a set of post it notes with one body part written in Chinese on each post it note. The groups then post the notes on the correct parts of the body of the model student.

Action Words

Objective

Learning Experiences

1. I can act out the action words.	1. Reveal TPR action with each word
	2. Partner Simon Says
	3. Word Charades
	4. Lingo
	5. Flyswatter Game
	6. As the teacher reads the story, students act out the words.



TPR Action

Assign an action for each of the action words in the story. Model that action for the students and then have them practice the action several times.

Partner Simon Says

After you have introduced the new vocabulary using TPR and have practiced it as a whole class, turn the practice over to the students. With a partner, one student says the word and the other does the action. Then, they switch roles.

Charades

Divide the class into teams. One person on a team gets an action word. That person acts out the word, and his teammates try to guess which word he is acting out. If the team is successful, a point is awarded to the team. Play continues until all of the action words are acted out, and the winner is the team with the most points.

Lingo

Follow the rules of Bingo only using the action words instead of numbers.

Flyswatter Game

Write all the action words on the board. Divide the class into two teams. Give the first member from each team a flyswatter (small ones are the best). The teams stand behind a mark on the floor. When you say the word in English, one member from each team tries to hit the corresponding word in the target language on the board. The first person to hit the word wins.

Act Out the Action Word

As the teacher reads the story, students act out the action words in the story

Emotions

Objective

Learning Experiences

3. I can identify and say basic emotions.	1. Emotions on Parade
	2. Emotions Flashcards
	3. Guess the Emotion
	4. Pictionary
	5. Emotion Match Up



Emotions on Parade

The students walk around the room. As the teacher says an emotion in the target language, the students show that emotion as they are walking.

Emotion Flashcards

Use index cards to make emotion flashcards. Cut out pictures from magazines or draw them yourself. Choose pictures that represent neutral, angry, sad, happy and afraid emotions. Shuffle the cards when they are finished. Place the cards on the table face down. The first player picks up a card, but doesn't show it to anyone. The player mimics the face and the opponent tries to correctly guess the emotion. Then it's the next player's turn to pick a card and mimic an emotion.

Guess the Emotion

Each person is given a flash card with an emotion in the target language written on it. The students then mingle with the other students until the teacher says freeze. One of the students acts out the emotion written on his/her card while the other student guesses the emotion. The roles are then reversed. The students then exchange cards, and the game continues.

Pictionary

Students are divided into teams. A member from one of the teams comes to the board. He/she picks up a card which has an emotion written in the target language. He then draws that emotion while his team tries to guess what it is.

Emotion Match Up

Use emotion flashcards to play this game. Write words to match the emotion flashcards on index cards. Shuffle all of the cards. Deal them out in rows face down. Take turns flipping over two cards, trying to match the picture to the emotion. Once all the matches are made, you can shuffle the cards and play again..



Mei Mei and the Three Pandas

Objectives

Learning Experiences

4. I can retell the story.	1. Using the Power point the teacher tells the story and the students act out the action words.
	2. As the teacher reads the story, the students do a living order.
	3. The teacher uses circling.
	4. The students match visuals to words.
	5. The students draw the story.
	6. The teacher asks questions about the story.
	7. The teacher retells the story as students fill in the blanks.
	8. With a partner, students retell the story using prompts.

Pandas

Objective

Learning Experience

5. I can list facts about panda bears.	1. KWL chart
	2. Students will jigsaw information about panda bears
	3. The teacher will summarize important facts about pandas
	4. The students will review with a Give One/Get One
	5. Complete KWL Chart

KWL Chart –

Students identify everything they know about a topic and the information is recorded on a chart. Students set a goal by writing what they want to learn about the topic. Finally after studying and research, students write what they have learned

Jigsaw

This is an excellent way for students to read information and share with each other what they learn. The teacher divides information about the Chinese New Year to be read into three, four or five parts. The class is divided into study teams of three, four, five students depending upon how many parts the reading is divided into. Each person is assigned a part of the reading. After the student reads that part and determines what he/she considers important, all students who have read that same part join together to discuss the important aspects. Each student then returns to his/her study group and shares the important points from his/her reading.

Give One / Get One

Students fill in a box depending on the subject matter. They then visit with four other students to fill in their other boxes.